**K-5 Math Lesson Plan**

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| **Teacher: Dora Cortes** | | | **Grade:Kindergarten** | | | **Date(s)**: August 2012 |
| **Unit Title: Unit 1 –Counting numbers 0-30** | | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): Why do we use numerals?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Materials: card stock (2 pre-punch holes), pipe cleaner, 10 beads : 5 red, 5 green** | | **Student:**  **Rekenrek**  **Materials: card stock (2 pre-punch holes), pipe cleaner, 10 beads : 5 red, 5 green** | | | **Rekenrek: is an arithmetic rack, broken into 2 groups, 5 red beads and 5 green beads, is a model that helps students to think in groups of 5 and 10.**  **Count; follow units in order example: 1, 2, 3.** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.2 count forward beginning from a given number within the know sequence (instead of having to begin at 1)** | | | | | |
| **I Can Statement(s): I can count by ones from 0 to 5** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  I will show students beads. I will ask: What colors are these beads? Have you seen beads like this before? Today I will teach you how to build a rekenrek and later on we will play with it. | | | | | |
| **Teacher Directed:** Mini lesson; I will model for students how to build a rekenrek. Procedure: student will insert the pipe cleaner through one of the holes securing the pipe cleaner by folding it under the card stock, students will bead 5 red beads and 5 green beads onto the pipe cleaner and finally secure the other end of the pipe cleaner by folding it under the card stock. I will explain student that the rekenrek will help them to count from 0 to 5 and will also help them to identify how many beads are 5 beads. | | | | | |
| **Guided Practice**: I will model for students how to count one by one until the number five; student will practice counting one by one until 5; they will repeat counting the red beads, then the green beads. | | | | | |
| **Independent Practice:** I will pair students in groups of two to play with the rekenreks and count the beads one by one until number 5; student will take turns counting the beads. | | | | | |
| **Closing/Summarizing Strategy:** I will ask student to show me 3 red beads, then 5 red beads, 2 red beads, 4 green beads, and finally 3 green beads. Students will be able to tell me why we use numbers. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Use numbers higher than 5.  Students will be able to identify numbers higher than five | | | Use dot cards  Use picture cards | | | Teacher will model for students how to count  Use picture cards,  Use blocks |
| **Assessment(s):**  I will ask students to count for me one by one until number 5; they will use the rekenrek to show me 3, 5, 4, 2, 0 beads. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |